

The Tale of O

Theme and Level

Theme: Know Myself, Make Plans

Levels: Getting Started

At a Glance

Students define different types of diversity, identify situations in which people are not members of a majority group, and create their own PowerPoint presentation that describes those situations.

Time: 50 minutes.

Essential Questions

- How are people treated differently?

Preparation

- Reserve computer lab with computer projector enabled
- Establish CIS portfolios before this lesson
- *Optional:* Gather a list of resources for research into various minority groups (race, gender, urban/rural, physical or mental disability, economic status, number of parents, sick/healthy, divorce, second language English speaker, culture, etc.)
- (Note: Counselors, local Vocational Rehabilitation, and community organizations may be able to assist with information and resources about disabilities)

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to promote respect for diversity.
2. Slow PPT Slides 2-7. Read the text, without any discussion.
3. Ask students to write down what they thought the Os and Xs represent. (Likely suggestions are racial, ethnic, cultural, linguistic, gender, or age differences; different levels of education, ability, or health; or someone starting at a new school or place of work.)
4. Ask students to share their ideas and discuss.
5. Ask students to identify other situations where someone can experience feeling different. Record their ideas on the board.
6. Explain to students that they are to work in pairs and choose one situation where people can feel different. They should not share their choice with other students.
7. Assign students to devise two to five more situations, similar to those in The Tale of O series, to represent further experiences the individuals who are not members of the majority group might have. For example, if O is disabled, the Xs could be shown playing sports with O on the sidelines; if O is a woman, the Xs (men) could be shown playing a game of golf together.
8. Explain to students that these new situations will be put onto PowerPoint slides or overheads and shown to the rest of the class for them to guess which groups are being portrayed.
9. Show the situations to the class one at a time.
10. Ask for suggestions about the minority group depicted and the reasons for that choice. Discuss.
11. Using pairs of small groups, ask students to investigate some of the issues raised (for example, use of language, income levels, who exercises power in society, access to education, employment, social mores) for one of the following minority groups: races (Hispanic, Black, Native American, Hmong, etc.), new immigrants, people with disabilities (physical and mental) or a severe illness, rural/urban, level of education, family type. Tell students that they will report their findings back to the class.
12. Invite a counselor or administrator to view the students' Tale of O scenarios and hear the groups' reports on one minority group when they present to the class.
13. Ask a counselor or administrator to talk with the class about school policies and programs designed to protect the rights of minority groups and enhance mutual understanding between different groups in

the school.

Variations and Accommodations

- For classrooms with more diversity, ask students to identify the skills and knowledge they learn through being part of a minority group (these could be language skills, perceptions skills, multi-cultural skills, etc.)
- Invite representatives from different groups to talk with the class.
- Work with the class to compile a longer Tale of O presentation using ideas generated by students. Arrange to show it to another class with students facilitating the discussion afterwards.
- Ask each student to create multiple depictions of their own versions of The Tale of O.
- Extend the activity by leading a class discussion during the student reports to describe the actions that people in the majority and minority groups could take to alleviate any feelings of discomfort in a situation.
- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use *The Tale of O Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests, and preferences?** text box in Know Myself
- **Who will encourage and support you to achieve your goals?** text box in Make Plans, Action Plan and Supports

Materials

Computer lab with projector and CIS access

[The Tale of O \(PPTX\)](#)

[The Tale of O Scoring Guide \(PDF\)](#)

[The Tale of O Scoring Guide \(DOCX\)](#)

Optional: Resources for research into various minority groups

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening
- Mathematical Practice: Use Appropriate Tools Strategically

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.

American School Counselor Association

- Personal/Social Development

Bloom's Taxonomy: Evaluating, Analyzing, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Overcome Barriers to Learning

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment